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Restless Teachers

Journal of EDUCATION

BOSTON, MASS.
Vol. CXI, No. 5

February 3, 1930

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JOURNAL of EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter. Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

EDITORIALS

The Exposed Photograph

THE exposed photograph of the heavens has made revelations never dreamed of.

The Psalmist wrote: "The heavens declare the glory of God and the firmament showeth his handiwork."

For several thousand years after the Psalmist wrote these words no human eye had ever seen a thousand stars. Today exposed photograph plates reveal a hundred million stars, and the new reflecting telescope at Mt. Wilson will undoubtedly reveal by long exposure thirty billion suns.

It is tragic to have persons jump at conclusions, socially, civically, and religiously, with only a flash-light or snapshot estimate of truth.

There must be time exposure scientifically and devotedly in education as there is in a study of the heavens.

Another five millions for Harvard University, with no embarrassing conditions.

Constructive Science

ROBERT A. MILLIKAN, president of the American Association for the Advancement of Science, and also president of the California Institute of Technology, Pasadena, has called attention to a highly important fact, that every scientific advance finds ten times as many new, peaceful, and constructive uses as it finds destructive uses.

Babe Ruth's Salary

BABE RUTH insists upon a contract for three years at $85,000 a year by the baseball club from which he has been receiving $75,000 a year for three years.

Babe Ruth is the greatest personality that any athletic club has had in half a century. He is worth more than $85,000 to the baseball clubs to which he has never belonged.

The gate receipts whenever and wherever Babe Ruth plays are usually double what they would have been had he not been in the game.

Leadership in home runs for the many years in

which he has struck a thousand home runs has had much to do with his fame and fortune, but the vital element is the fact that he wins his home runs with the most skillful pitchers that the country possesses.

Dr. A. H. Dempster, a professor of Chicago University for fourteen years, and now forty-three years of age, has received a thousand-dollar prize for discovering something that neither he nor any one else can understand.

D. B. Waldo of Michigan

THE Western State Teachers College of Kalamazoo and its president have a record quite unusual. The College is twenty-five years old and Dr. Waldo is the only president it has had. It is his creation and his development. It is one of the leading state teacher training schools in the country, and he is one of the foremost men of achievement in the profession.

There is no other educational leader who was the creator of a State Teachers College and has been its only president for a quarter of a century.

He is in demand for platform messages in every section of the country every year by institutions, conventions and conferences.

The Western State Teachers College of Michigan is in no sense a one-man affair. There are members of the faculty who have been there through the quarter of a century, who have a fame of their own achievement, and there are eminent presidents of State Teachers Colleges who had their training and inspiration at Kalamazoo.

Nor is Dr. Dwight Bryant Waldo a one-track mind, for he is a local and state leader in civic as well as professional affairs.

The recent celebration of a quarter of a century had all the oratorical setting and historical flavor of a centennial recognition.

The reduction in academic "joy riders" in the Liberal Arts Colleges is a social and professional benefit, says President William Mather Lewis, Lafayette College, Easton, Pennsylvania.

Heroic Commissioner Cooper

DR. WILLIAM JOHN COOPER, Federal Commisioner of Office of Education, is the noblest example of educational heroism of which we know.

Without waiting for a commission to squabble over ridiculous disagreements, he shows plainly that our secondary schools are preparing four times as many young people as can be marketed as clergymen, physicians, lawyers, dentists, specialists, experts and teachers.

The Office of Education starts off as a high speed achievement under its first commissioner.

Hubert's Six Millions

PROBABLY no one bequest has attracted as much attraction as the six million dollars left for public welfare by Conrade Hubert, the poor Russian immigrant, because the assignment was left to Calvin Coolidge, Alfred E. Smith, and Julius Rosenwald.

Among the thirteen beneficiaries to be immediately favored are Boy Scouts of America, $500,000; Girl Scouts of America, $500,000; Children's Aid Society, New York City, for a Children's Centre, $200,000; American National Red Cross, $375,000; Young Men's Christian Association, Jersey City, $250,000.

Of the eight causes to be benefited by the first million dollars of the residuary estate the University of Chicago will receive $250,000; Howard University, Washington, $200,000; William and Mary College, Virginia, $50,000; Catholic University of America, Washington, $50,000; University of Virginia, $50,000.

Of the ten other causes that will ultimately be entitled to one-tenth of what is left of the estate are Johns Hopkins University, Baltimore, and Rollins College, Winter Park, Florida.

Alumni Education

LAFAYETTE COLLEGE, William Mather Lewis, president, has an important achievement in college activity in the education of its alumni, following them in detail, and providing such opportunity for progress as this study indicates desirable.

The Carnegie Corporation is ready to provide adequate funds for this new service to the college alumni.

President Lewis has rare skill in discovering avenues of helpfulness for a college, and Lafayette is peculiarly adapted to the rendering of unusual service in any way.

A Record of Equality

MASSACHUSETTS has equalized education in every community for half a century through permissive legislation. The State High School Principals' Association elects the principal at Gardner in Northern Worcester County to succeed the principal of Amesbury in Northern Essex County as president. There is absolutely no discrimination in the ranking of teachers or principals in the state. There is no child in the state that has not first-class school opportunity.

Commercial Teachers

COMMERCIAL teachers have an association which issues a year book of as high character as any educational organization issue. It is published by the Association, 253 Lexington avenue, New York City.

The Eastern Commercial Teachers Association, Edward J. McNamara, High School of Commerce, New York City, president; Mrs. Edith B. Joynes, Norfolk, Va., vice-president; Alexander S. Massell, Central Commercial Continuation School, New York City, secretary; Arnold M. Lloyd, Banks College, Philadelphia, treasurer.

The year book of 400 pages has more than fifty addresses, carefully prepared. Among the colleges represented with twenty-five addresses are Ohio University, Stanford University, New York University, Columbia University, Johns Hopkins University, Rollins College, Harvard University, University of Pennsylvania, University of Oregon, Temple University, Stephens College, Girard College.

Of the cities represented by the superintendents are Philadelphia and Denver. There were several State Departments of Education and several Federal Bureaus, and several State Teachers' organizations.

New Education in Germany

WE KNOW of no book of 1929 that promises so much service to international unity as "The New Education in the German Republic" (John Day Company, New York). There has been no better writing on education at home or abroad than this by Thomas Alexander and Beryl Parker. It has every charm of genius and literary mastery of personality.

This is a book to be read and enjoyed for its literary appeal. In illustrative approach it is captivating.

Its contributions to the historic unfolding of the forces that have already remade social Germany are enough of themselves to make the book of incalculable value as international service.

Nowhere can there be found as interesting and important an estimate of the various influences before and since the World War that are making the Germany which is to be a greater force in democracy than it ever was in autocracy.

This is the only presentation of the creation and development of the Youth Movement which is just to all interests involved. These authors have the poise and wisdom of judges with the brilliancy and fascination of advocates in a great cause.

Here is harvested every ripened experience of the activities that are functioning in the greatest educational achievement of the decade.

Jogging the Colleges

DR. BEN D. WOOD made a heroic suggestion at the recent Boston University Conference. He said frankly and forcefully that college administrators should try to secure capable students and stop receiving anybody and everybody who had no other qualification than technical academic credits which not only fail to discover desirable students but actually set up artificial and often absurd barriers which prevent some of the most worthwhile students from going to college.

Boston University School of Education plans to develop a series of such conferences for developing or discovering common sense which may rescue traditional college practice.

Illiteracy and Crime

FRANK LOVELAND, Jr., Massachusetts Department of Correction, demonstrates by definite figures that pugilistic, brutal crimes by prisoners under twenty-five years of age are mostly committed by illiterates. This is a new reason for eliminating illiteracy at once.

David Felmley to Retire

DAVID FELMLEY, president of the oldest State Normal School of the West, which was established by a group of the most eminent professional educators of New England, and has been the progenitor of remarkable State Normal Schools west to the Pacific Coast, will retire on July 1, at the age of seventy-two.

Dr. Felmley has been the principal of this famous school for almost thirty years, and is the most distinguished professional educator of the state in length of high professional service in the state.

Dr. Felmley has been in poor health of late, and in proposing retirement he says characteristically that it would be an injustice to his duties as well as to himself to continue.

Dr. Fletcher Bascom Dresslar, who died at Nashville on January 19, at the age of seventy-one, has been a pioneer scientist in school health and hygiene. He has been identified with George Peabody College for Teachers of late years. He has had a vital part in the promotion of health education through the schools.

The Spirit of Philadelphia

AT THE opening meeting of 1930 the Philadelpha Board of Education unanimously re-elected Dr. Edwin C. Broome, this time for a term of six years, a record term, and re-elected all of his staff of associate superintendents, except one who desired to retire after long service.

This is in keeping with practically all cities of the United States. There has been nothing comparable to this achievement of peace and prosperity in cities from the Atlantic to the Pacific. When there is peace in the teaching and administrative forces and a spirit of achievement in everything education is stabilized as it has not been in sixty years.

Belding's Page

MALE TEACHERS.

POLITICAL authorities are prone to forget, at times, that the schools exist for the children, and to act as if the purpose of public education were to establish the economic position of women teachers.

The principle of "equal pay for equal work" is unassailable from the standpoint of absolute justice. When it comes to applying that principle rigorously and vigorously, results may ensue which are injurious to the cause of education, namely, the child.

Whatever can be said for the ability of women teachers—and a great deal can and should be said along that line—most Americans would, I believe, like to see a larger part of the instruction in the upper grades given by men. Manly men have something to contribute which neither womanly women nor mannish ones can supply. I would as stoutly assert the converse of this proposition if the situation in the schools called for an increase in the number of women teachers.

The need of our high schools today is for more and better men, as teachers. Relative salaries of men and women must be determined to some extent by market conditions. The plain fact is—whether it be liked or not—that it costs more to hire capable men teachers than to hire capable women teachers. Where salaries are arbitrarily fixed the same for men as for women, the men that are available are apt to be very poor sticks. Our high schools today are suffering from an absence of alert and inspiring men on their teaching staffs. Many of the men who do teach are below the standard of the average woman teacher. Otherwise they would be holding better jobs in other vocations.

There is no salary incentive today for high grade men to enter teaching, unless they aspire to executive jobs which eventually take them out of the classroom into an office.

Our school boards should face the facts, insofar as legislatures will permit them to do this, and should make the extra grants that are essential to attracting the right type of male instructors to their high schools.

PROVING ALL THINGS

ONE of the most hopeful things about this present era is the tendency to challenge tradition and to ascertain whether that which has always been done or thought is worth doing or thinking, in the light of truth.

Noah Webster's spelling book, which continued to be sold for a hundred years after its first publication and reached a circulation of sixty million copies, undoubtedly possessed considerable merit. But it was the merit of a gifted compiler who relied upon instinct and common sense to tell him what words an educated person should know how to spell.

Modern spellers are based upon carefully prepared lists of words actually used in every-day life. The basic lists are by no means final, nor are they worthy to be followed slavishly. New and better methods of selecting words will be found as time goes on. Too much heed has perhaps been given to the vocabulary of business letters when such letters might better be held up to criticism than to emulation.

Be that as it may, however, the spirit of weighing and investigating is in the air, and the effects of its application are bound to be beneficial.

We are living in an era of inquiry into the foundations of belief. The only real anchorage for faith today is truth—a confidence that when the truth is discovered it will prove to be good.

Implicit obedience to old habit is no longer a virtue. Men are asking "Why do we do this?" and "Shall we continue to do it?"

WHEN TESTS IMPEND

IT IS INTERESTING to note the different ways teachers have of preparing their pupils for an approaching examination.

Some teachers are scared lest the instruction they have given may not have taken hold. So they carefully drill the class on a few questions which they virtually promise to ask in the examination.

Other teachers continue to cover new ground right up to the day of testing. These rely upon their ability to ask easy questions, or else they deliberately ask hard ones, regardless of the low marks sure to follow.

Some teachers delight in imparting vast quantities of facts from day to day, and sometimes they object to pupils writing these facts down; yet the pupils are held to account for all this factual information.

Some teachers take time before an examination to review the work which has been covered, and to review it in such a way that the pupils obtain a clearer knowledge and a firmer grasp than was possible in the first instance. Such teachers confine the examination to matters which have received ample consideration in class. They do not delight in catch questions.

If you were a youngster and had your choice, which teacher would you pick?

Anson W. Belding

Associate Editor.

Symposium on Professional Study

Should Teachers Receive a Bonus for It?

By MARY ELIZABETH O'CONNOR
Natick, Mass.

THEORETICALLY, no. Practically, yes. If we could approach our ideals in education we would be paying our teachers salary enough so they could afford to study at first-class institutions all the time, and we would be hiring the kind who would want to study all the time, teachers with a craving for knowledge and a passion for service. Then we wouldn't have to talk about bonuses and super-maximums. But we are a far call from any such conditions. Except in the larger, wealthier cities and towns the salaries permit of few extras, and for many reasons we still have teachers who do not feel a driving hunger for constant study. So the problem soon looms up, How can we get teachers to take courses? There are not enough promotions to go around, so some money recognition seems to be the most effective way.

In a large system where teachers can pass by study from rank to rank, and every rank up means a raise in salary, the situation is cared for. In other places, I believe, there are three ways of meeting the situation practically, and you should choose the one which best meets your immediate need, and which your school finances permit with greatest fairness to other needs.

First, some places simply pay fifty dollars a year to a teacher who takes an accredited course. This is meant to meet the cost of the course. Secondly, the maximum is raised a certain amount for a certain number of points each year until a super maximum about three hundred dollars beyond the regular maximum is reached. The third plan is making the maximum for a bachelor's degree a hundred dollars more than the Normal School diploma, and the maximum for a master's degree a hundred more than the bachelor's.

The second plan seems to be the most popular with the classroom teachers, and as your purpose is improvement of service their happiness is an important point, for only a happy teacher can be in the top class.

In our present stage of public school growth some of the best systems seem to be those who pay extra money for extra study.

By W. C. McGINNIS
Superintendent, Perth Amboy, N. J.

ALL SALARY schedules contain provision for annual salary increments. If a board of education votes to pay increases in salary, above the regular annual increases, to those teachers who take professional courses the vote constitutes an amendment to and becomes a part of the salary schedule.

Professional improvement of teachers in service is of great educational and financial value to the school system. Superintendents and supervisors agree that in most cases a half year of training after a teacher has had some teaching experience is equal to a full year of training prior to teaching experience. Teachers who have had graduate training following teaching experience recognize the value of such training. College and university professors of education are pretty much in agreement that their best students are those who have had experience in teaching, provided the experience has not been too long without contact with teacher-training institutions.

The taking of professional courses in education represents an important part of the professional improvement of teachers in service. The cost of such courses and summer school expenses are important and substantial items in the teacher's annual budget. The salary schedule should be such that these items are provided for, because a reasonable amount of time devoted to professional study adds to the value of the service rendered by the teacher. An adequate salary schedule must make it certain that there will be professional growth on the part of individual teachers and on the part of the staff as a whole.

Does a careful consideration of all of the foregoing lead to the conclusion that teachers should receive salary increases above the regular annual increments, provided they take courses during the school year or in summer school?

It does not. In fact, such consideration and a consideration of some additional facts leads me to quite the opposite conclusion.

The adoption of an adequate salary schedule for teachers has only one main purpose. That purpose is to provide in the highest possible degree for the educational welfare of the boys and girls in the schools. In order to accomplish this aim a salary schedule must be such that it will enable the school department to do the following things:—

1. Bring into the schools properly qualified teachers.
2. Make it certain that there will be professional growth on the part of individual teachers and on the part of the staff as a whole.
3. Retain a high percentage of the best teachers rather than lose them to other school systems.
4. Establish and maintain a high morale in the teaching personnel by making it possible for the teachers to provide for their recognized

financial necessities, including savings, and to enable them to live a satisfactory social and cultural life.

Some of the reasons for answering this question in the negative are:—

1. If a school system has an adequate salary schedule the cost of educational courses as a part of professional growth is provided for in item 2, above.
2. Item 4 of an adequate salary schedule takes care of the cost of necessities and of satisfactory social and cultural items of the teacher's budget.
3. Every school system should have an adequate salary schedule, but to make any part of a teacher's salary depend upon the "taking" of professional courses is a form of coercion. The acquisition of additional professional learning is one of the purposes of training in service. Dewey and Kilpatrick place coercion at the low end of the scale of means of stimulating the learning process.
4. To make a part of an adequate annual salary increment depend upon the taking of professional courses gives notice to the teachers and to the public that the school authorities have but little faith in the professional mindedness of the teachers. This is bad for the morale of the teaching staff. Low morale and professional improvement of the teaching staff *cannot exist together in the same situation.*
5. Classroom teachers are professionally minded. This is a well established fact, in spite of some opinions to the contrary. Teachers, therefore, should be paid an adequate salary and be allowed freedom of choice as to how they shall acquire professional improvement.
6. In city school systems where the morale of the teaching staff is high, where the local teachers' clubs are allowed and encouraged to develop professional initiative within their own ranks, and where individual schools are under the leadership of trained, competent, and sympathetic principals, specific salary incentives are not necessary in order to get teachers to take courses.
7. In many city school systems the problem of professional improvement of teachers in service is not a problem of how to get teachers to take courses, but is a problem of curbing the tendency to chase credits. During the present school year I have talked with three city superintendents who say that their teachers are taking extension courses or "campus courses" every day of the week except Sunday. In these cities there is no opportunity to hold teachers' meetings except on school time if all teachers are to be present. Two superintendents reported that some teachers are taking as many as four courses.
8. It is widely assumed that taking professional courses always results in professional improvement. Such is not the case. Many teachers are taking courses not at all related to their own classroom problems. Teachers who take more than one professional course while they are carrying on a full-time teaching job cannot render improved service in the schools.
9. The annual increments of a salary schedule are based on the theory that the value of a teacher's service increases, that there is professional improvement over a period of years. Teachers are under obligation by the letter and the spirit of their contracts to render improved service.
10. When extra salary increases are based on courses taken rather than on the quality of service there is a tendency to regard professional courses as ends rather than as means. Educational philosophy makes a clear distinction between training and education, or knowing. Educational administration should make a distinction between the possession of a record of degree credits and the possession of a creditable record of superior service in the every-day job of teaching school.

[This discussion will be continued next week. An expression of your viewpoint will be appreciated.]

At the Close of Day

By ALEXANDER D. KING

At the close of the day I like to sit
And count my blessings o'er.
If I pause awhile, ere I seek repose
I appreciate life much more.

No matter how trying the day has been
Nor how tired I am at its end,
I'm strengthened, rested and better far
If Heavenward my thanks I send.

I meditate on the folks I've met.
My spirit responds and blends
With the souls of those I understand
And I thank God for my friends.

—Royal Arcanum.

Restless Teachers

By ALBERT E. F. SCHAFFLE

Rutgers University, New Brunswick, N. J.

THIS little study is one which came about naturally through the everyday work of the writer among whose varied administrative duties are those in connection with directing the operation of an appointment bureau for teachers in connection with the Rutgers University School of Education.

The purpose of this study is to ascertain to what extent a representative but non-selected group of teachers feel satisfied and settled in their respective positions. Of course, no progressive educator wishes to find teachers in a static condition, having lost all ambition and hopes for future advancement in service and in salary. When such teachers are located we properly say they are in a "rut." They seem to have gone on the pension list although still in employment. However, are teachers in general satisfied and happy to the extent that they should be in their present positions? If not, their efficiency may become impaired.

We often hear noble sayings regarding teachers and their rewards. We like to think that teachers teach because they love to teach. We like to feel that the money which they receive is but a secondary consideration with them. Furthermore, we like to think that teachers sensing the bigness of their task and the unlimited amount of good which comes from their work are prone to overlook small disadvantages of various kinds which they may find in their present position.

However, has anyone ever had occasion to question, confidentially, a sizable group of teachers, picked at random, concerning such factors? It seems not. Hence, the writer felt that it might be worthwhile to attempt to approach this subject through the facilities available to him in the files of the local appointment bureau.

The scope of this study is necessarily limited to those people who have filed application blanks with the appointment bureau since the writer entered this field of service about two and one-half years ago. This means a total of three hundred and one men and women. They represented at the time of filing their applications: Students in pre-service training; students in in-service training; teachers studying on the undergraduate level; teachers studying on the graduate level; teachers young in experience; teachers old in service; applicants of chronological ages of seventeen to fifty-five years; applicants of various races, the majority white people, several negroes and one full-blooded American Indian; applicants of all religious faiths, people of large cities, towns, villages and rural communities, etc. In fact, they are such a cosmopolitan group that except for their rather limited number they form a fairly good cross section of the teaching profession in central and northern New Jersey.

The methods used to make the study consisted in the use of the over-worked questionnaire. However, since the writer was able to definitely promise possible aid in securing more agreeable positions to all who might seek them by filling out and returning the questionnaire it meant assurance of rather successful returns. Questionnaire demons no longer hope for more than 50 per cent. returns. If they secure this high a percentage they consider their efforts quite a success and feel elated.

In order to have a chance of achieving such success the questionnaire maker must be most cautious in his technique. He must construct his questionnaire very carefully. He must formulate the separate questions in such a manner that the least possible effort will be required to answer them. Those questions which may be answered by "yes" or "no" or by a check are best. He must make the questions very clear as to their meaning, and as to what sort of thing is wanted in the answer. It is good psychology to promise some benefit to the person who answers. Also, in the case of some questionnaires like the one necessary in this study, strict confidence must be guaranteed by the sender. No personal names are to be mentioned nor the names of schools or school systems. Otherwise, a person might refuse or at least curb her answer for fear of jeopardizing her present position. Finally, certain mechanics must be used which will help the person who answers a questionnaire to return it with the least possible effort.

Bearing all of these factors in mind, the writer prepared with much forethought and with many subsequent revisions a questionnaire which seemed suitable for the purpose.

In the main the questionnaire is for the purpose of checking each application blank in the appointment bureau files. The writer wished to learn how many of these individuals are actually teaching, if teaching, where they are now located, how they obtained their positions, how much or how little they like their positions, whether or not they are open to another position, when available and why. In order that the writer might be of real service to them when opportunities appear all of the questions enumerated on the blank are perti-

nent to his work. However, in this little study it would seem that only five of the questions might have a direct bearing upon the question in hand, namely:—

7. When were you appointed?
8. *Confidentially, are you perfectly satisfied with your position?*
9. *If not, why not?*
14. Would you be willing to accept another position?
15. *Why?*

Hence, while the complete returned questionnaire is of utmost value in supplementing the application blank of each candidate in the files, the answers given to the above five questions were all that were tabulated. In fact, the answers to the last four of these questions probably tell the story as to whether or not the teacher has that necessary satisfied feeling. But it was thought that the length of time the person has served in a position might give the answers some additional weight, so the question "when were you appointed" was also tabulated.

The tabulations of the answers to these questions were summarized as follows:—

(1) The total number of questionnaires sent out was three hundred and one.

(2) The total number of questionnaires filled out and returned was one hundred and seventy.

(3) The percentage of returns to the questionnaire was 56.44. This is more than satisfactory.

(4) Fifty-two of the people who returned questionnaires are no longer engaged in the teaching profession. Some have married, some have entered commercial and industrial pursuits. A few are not doing work of any kind at present. One teacher had died whose father returned the questionnaire.

(5) Of the 170 people who answered, 118 are now actually at work in their various schoolrooms.

The summary from this point on will deal only with these one hundred and eighteen teachers, They are the ones whom we can study. They represent a random sampling of teachers in this territory. Let us get a picture of their stability.

(1) They have served in their positions for varying periods of time from three months to over fifteen years. The majority of them have served in their present capacities for two years or less.

(2) Only eight of these teachers say that they are perfectly satisfied with their present positions and would *not* accept another position. Of these eight teachers, six of them held their present positions only three months prior to receiving this questionnaire. In other words, they were just appointed to their positions at the beginning of the present school year. The remaining teachers have held their present positions for two years and nine years respectively.

(3) Twenty-eight other teachers say that they are satisfied with their present positions, but they also say that they are ready to accept a new position because of the following reasons:—

(a) In order to receive advancement. (Meaning more salary in most cases.) Fourteen gave this as their reason.
(b) To change their geographical location. Four gave this as their reason.
(c) To give bigger and better service. Three gave this as their reason.
(d) Two wished to teach on a higher rung of the educational ladder.
(e) Two wished a better teaching schedule.
(f) One teacher wished to enter supervisory work.
(g) One teacher wished to be sure of tenure.
(h) One teacher liked her position but was "fired."

On the other hand eighty-two teachers answered that they are *not satisfied* with their respective positions for the following reasons:—

(a) Twenty-eight of them want more money.
(b) Twelve of them want to teach some other grade than the one they now teach.
(c) Ten of them wish to change their geographical location.
(d) Nine of them claim they have no future where employed. While they do not state it in so many words they intimate the "future" they desire is more money. Hence, this group might well be added to the first twenty-eight who are disgruntled over their salaries.
(e) Seven of them want a better teaching schedule.
(f) Five say that in their present positions their tenure is uncertain.
(g) Five feel they work in tradition-bound schools and seek freedom from this yoke.
(h) Five wish to teach some other subject than the one they now teach.
(i) Three say they cannot bear the petty jealousies that exist in their schools.
(j) Three want to enter the administration field in education.
(k) One claims his personal politics is more important than his professional ability in the town where he is employed.
(l) One wishes to change because of the uncertainty of the status of married teachers in her school.

In this portion of the summary is found a total of eighty-nine answers while eighty-two teachers are concerned. This is because a few teachers gave two good reasons why they were not satisfied with their positions.

Up to this point the writer has purposely avoided even hinting at any conclusions. However, with the gathered material in hand and summaries of it made he might be somewhat justified in drawing certain conclusions as given in the final paragraphs of this paper.

I. Evidently teachers as a whole are not a settled group of workers. In fact, their lack of stability seems rather alarming.

II. The very small percentage of teachers in

this study, with two exceptions, who are perfectly satisfied with their position, and who would accept no other position, have served where they are for such a short time that they know little about it.

III. With two exceptions every teacher who has served for some time in one place is ready to jump into another place.

IV. If teachers in this highly favored, metropolitan area ("the harvest field of the teaching profession") are so unsettled, what must conditions be in the less-favored areas?

V. In spite of our conception of teachers as idealists they are practical enough and human enough to usually give money first consideration. This is learned particularly well when they are asked to speak very confidentially and honestly and quietly.

VI. Many teachers are restless because some one has placed them in wrong grades for them, or with wrong subjects for them to teach. This shows the need for personnel officers on the staffs of the various superintendents of schools.

VII. Many teachers are unhappy over their teaching schedule. Perhaps in such cases it usually means an overloaded one.

VIII. A sizable percentage of teachers are suffering from the "wanderlust." When they are here they want to be there, and when they are there they want to be somewhere else.

IX. A relatively few teachers seem to be looking forward to supervisory or administrative work.

X. A few teachers seem to be nervous and easily upset. They allow factors outside of the realm of their work to "get their goat."

Are teachers settled? It seems not! Here are 118 teachers and 110 of them are ready to jump from their present jobs tomorrow if they could be released and other positions were available which suited their fancies. In the language of syncopation "they are a shimmying lot."

A Glimpse at the Program

By A. E. WINSHIP

FRANK CODY'S great achievement will be the creation of a program atmosphere at the meeting of the Department of Superintendence in 1930, February 22-27, which will characterize up-to-date meetings of all kinds.

A glance at the general programs will give everyone a suggestion of "The Spirit of the Program" which is really the chief contribution of a famous meeting.

Frank Cody has broken loose from the traditional notion that there can be one topic that can furnish attractive material for a hundred addresses that can be scattered around for several days.

There is no topic on any general program that will not be adequately treated by one person and then dropped, so far as the Atlantic City meeting is concerned.

There will be group discussions of every subject that is of present interest, and these will be discussed by group superintendents who are likely to be interested.

There will be no place on any general program for a method trickster to advertise his patented cure-all remedy.

ONE GENERAL PROGRAM

Life is Idealistic: Education must aim high.

Life is Friendly: Education must develop a social spirit.

Life is Dynamic: Education must move forward aggressively.

Life is Practical: Education must be efficient.

Life is Recreative; Education must prepare for leisure.

Life is Progressive: Education must adjust itself to new needs.

Life is Co-operative: Education must co-operate.

ANOTHER GENERAL PROGRAM

"Friendliness in Pupil-Teacher Relationships."

"Friendliness in Teacher-Superintendent Relationships."

"Friendliness in Relationship Between Public and Parochial Schools."

"Friendliness in School-Community Relationships."

AN INDUSTRIAL PROGRAM

"Instruction Materials for Teaching."

"Modern Methods of Instruction."

"Measurement of Value of Instruction."

"Rating Personnel in Instruction."

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"Achievements in Organization," John Logan, superintendent, Newark, N.J.

"Achievements in Administration," J. B. Edmondson, Michigan University.

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"Achievements in Personnel," C. B. Glenn, superintendent, Birmingham.

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"Achievements in Public Relations," Francis G. Blair, state superintendent, Illinois.

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One comprehensive purpose is to make the American people thoughtful. Their emotions are full. Into the emotions can we bring discrimination? —Charles F. Thwing.

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Everyday Life in Russia

(Ninth Article)

By L. H. PUTNEY*

ALL told I have traveled over seven thousand miles in the U.S.S.R., and during my month in that country I have seen many places and things. I do not claim to *know* the situation, but being a fairly experienced traveler, feel that I may at least draw a few conclusions. Probably no two observers view in the same way what is going on in this land of kaleidoscopic changes, consequently all opinions differ more or less, and it is a case of pay your money and take your choice. The views expressed below are wholly my own, and they are offered for what they are worth.

I have found conditions in the U. S. S. R. much better than I had been led by my reading to believe them to be. In Berlin I was shown a list of the articles which a person might bring into the country as a part of his personal luggage. This was characterized by the constant recurrence of the word "only"—only twelve collars, six ties, one pair of rubbers or galoshes, one umbrella, three *opened* cakes of soap, two pairs of spectacles, one pair of cuff links, one knife, fork, and spoon, and so it read. No doubt this is the letter of the regulations, but the day I passed customs "coming in" no one paid any attention to it. As I have said before, my numerous books and papers were not even looked at, much less held up.

I expected to find Russia dirty to the *n*th degree. As a matter of fact, Moscow and Leningrad and Vladivostok and the host of smaller places I set foot in can easily hold their own in this particular with Warsaw and other continental cities I might mention. Measured in terms of cleanliness, even the villages with their muddy streets will compare favorably with many similar places in certain primitive sections of the United States. Modern sanitary arrangements may be unknown, but so they were not so many years ago in some of the rural sections of southern Louisiana. I have seen considerable raggedness and much beggary in Russia, but not so much personal filth. This may be due to the Russians' fondness for river bathing, in which they may indulge to their heart's content at this particular season of the year. In any event I have traveled in crowded trams and "hard" on suburban trains and my olfactory nerves have experienced far less irritation than they would have on many trains I know back home.

Walking in Russian towns is not an especially delightful pastime. From time immemorial the streets and squares, and very often the sidewalks, have been paved with cobble stones. It is hard enough to ride over them in an automobile or droshky, but ten times more unpleasant to walk. Then, to make matters worse, like in an American city, the public ways are torn up and blocked in every direction, for Russian towns are indulging in a regular orgy of improvements. In one place sewers are being put in; in another an old palace or mansion house is being reconditioned; in a third, a new industrial plant or office building is in process of construction; and then somewhere else an asphalt pavement or sidewalk is being laid down. The more I saw of these improvements, the more satisfied I became that now as never before were efforts being made to make the physical surroundings of the "under dog" more tolerable.

I was told that no one wore hats or collars; that men and women dressed so much alike that it was hard to distinguish the sexes; that nearly everyone wore blouses and the roughest sort of brogans; and a lot more stuff of the same kind. While it is true that a large part of the population does wear loose fitting blouses held in place at the waist by a strap, many persons are clothed in tailored suits or in inexpensive gingham or voile dresses. Now and then I ran across a woman wearing a one-piece silk frock. More men wore caps or even hats than went hatless. Soft collars and ties were much in evidence. As for the feet and legs, a few persons wore neither shoes nor stockings, but most had both. As a rule the shoes were cheap looking, but many of the boots were expensive affairs. Almost invariably the stockings were made of cotton. Many of the younger generation of females wore socks. I observed very little rayon or silk hosiery and absolutely no silk underwear, but I do not feel that the country is any the worst off because of that. Surely a woman's love for pretty underthings should be satisfied with such delicately embroidered voile lingerie as I saw exposed for sale in some of the shop windows.

While no doubt there is a shortage of foodstuffs, particularly of bread and sugar, there appeared to be an abundance of fish and of caviar, which, by the way, is very cheap, and of vegetables and berries (strawberries, raspberries, blueberries, gooseberries, and currants). I read in a book written by a recent traveler from America that only in some half-hidden basement room could a person buy sweets. As a matter of fact, in both Moscow and Leningrad I had my choice of many kinds of cakes and pastries. Like most things in Russia, the stuff was high priced, and the quality was poor compared with what you get elsewhere in

(Continued on Page 129)

*Foreign Representative.
Little, Brown and Company.

They Say

HAMILTON HOLT:—

"When I left college and entered my professional career as a magazine editor, I was profoundly impressed to find that my colleagues in the editorial room, who never thought of teaching me anything, taught me everything; while my professors at the university, who were paid to teach me, had taught me almost nothing."

DR. HUGH S. CUMMING, surgeon-general of the U. S. Public Health Service:—

"It is probably no exaggeration to say that every day there are in the United States 1,000,000 persons who are suffering or recovering from communicable diseases."

ISOBEL McREYNOLDS GRAY, North Hollywood High School, Los Angeles:—

"The Children's Bill of Rights must certainly include, along with the right to be reverent, to be good, to be healthy, to be happy; to be loved, clothed, fed, housed, and educated, the inalienable right to enjoy the good and beautiful things of this world; with their bodies to enjoy the gifts of nature, with their minds to enjoy the works of art. This is a plea for the right to enjoy the plays of Shakespeare."

DEAN MEYER, director, Boston University School of Religious Education:—

"An adult person may expect to learn anything he desires to learn between the ages of twenty-five and sixty. He is limited only by the fact that he must have the ability to learn in that particular line."

ARTHUR J. JONES, University of Pennsylvania:—

"Habits, attitudes and ideals are developed in individuals. But the teacher does not develop these habits and attitudes. The only way by which they can be formed is for the individual to form them; no one else can do it for him."

PROFESSOR CARL MILLES, Royal Swedish Academy of Art, in Stockholm:—

"There is more culture in America than people in Europe imagine. I have met some persons who stand unusually high culturally, higher than most people I ever met in Europe. The Americans' striking characteristic is their extreme willingness to help. Another American feature is the equality among people, which I find magnificent."

SUPERINTENDENT W. V. HARRISON:—

"I want to train boys and girls so that they will be enabled to do what they never expected to do, to fit into situations they never heard of, and to know how to act in circumstances that no teacher and no book has described."

GEORGE BERNARD SHAW:—

"Our craze for secondary education is a dangerous blunder. It seems to me to produce imbecility, which is just what might be expected from a system which begins by assuming that every boy can be an Einstein if he is not allowed to be too lazy, and that you can imprison children and hold them to tasks beyond their capacity and foreign to their aptitude all through their growing years without damaging them,"

JOHN C. UNGER, superintendent, Hugo, Colorado:—

"Few teachers and executives of small high schools have a clear conception of what the university expects from high school graduates."

JESSE H. NEWLON, director, Lincoln School, Teachers College, Columbia University:—

"The development of the American high school in the past forty years has undoubtedly been one one of the most spectacular phenomena in the history of education. Less than twenty years ago there was great exultation when the high school enrollment passed the million mark. But now it has passed the four million mark, and fifty per cent of American youth of high school age are actually in attendance in public and private secondary schools. Tremendous sums of money have been expended on the erection of fine buildings. The high school is now accepted as a permanent feature of the American common school system."

HERBERT HOOVER:—

"No real believer in democracy questions the sureness of public judgment—if the public is given the truth."

FRANK D. BOYNTON, superintendent, Ithaca:—

"So long as we continue to man our schools, these bulwarks of our liberty, by men and women whose sterling honesty, whose ruggedness of character, whose courage and compelling personalities mark them as leaders—civic, social, religious—the Republic is secure; what the teacher is, the Nation will become; what the school is today, the Nation will be tomorrow."

CHARLES F. THWING:—

"Cross-question your assumptions."

The Calf and the Boy

By ARTHUR DEAN

A fat, nine hundred and fifty pound black calf has educated an Iowa boy.

The calf was strong enough to lift a mortgage and wise enough to send his young owner to college. They are raising great cattle these days. This calf has appeared unclad on the stage — as many calves do. And this particular calf won the grand championship steer award at the International Live Stock Exposition recently held at Chicago.

The Iowa boy who raised this winner received, as the prize, $9,142.50.

I offer this story as the answer to all the idle talk about "Crime — Its Causes and Cures."

There isn't one chance in a million of any boy going wrong who lets a calf raise him, provided it is a four-footed one.

The biggest investment a farmer father can make is to give his boy or his girl something to raise which develops business sense, requires scientific knowledge and some physical strength. The town father has the same opportunity although the means must be different.

The greatest dividends imaginable come to a girl who is encouraged to express her creative spirit in her home environment, to develop self-expression along original and useful lines and to be taken into a family home partnership.

CREATIVE WORK STOPS CRIME

Crime will never be stopped by Crime Commissions which fool around putting words together. Longer prison sentences will not stop crime. Harsher treatment of evil doers is useless; more electric chairs and gas chambers are senseless.

What we must do is to let calves, hens, pets, tools and cooking dishes educate our children and we will find that youthful crime will take care of itself.

A growing calf can do more to teach promptness, regularity, and attention to business than a thousand preachments or a million scoldings.

An objective like a national, state or community exposition can thrill youth ten times more than a future seat in Heaven. And youth is more likely to achieve the last if it devotes itself to any activity like the first.

This calf of this Iowan boy cost just sixty-five dollars. The profit was $9,077.50. This sum represents probably much less than the value the calf put into the boy in the way of ambition, integrity, labor and brains.

I'll tell the world it was a good investment and it's a pity that the calf cannot live to see what he did to make a man of this boy and what creative work is doing through the 4 H Club to make Crime Commissions impossible.

Copyright,

Everyday Life in Russia

(Continued from Page 126)

Europe. I also know quite a number of places, especially in Leningrad and Vladivostok, which do a thriving business selling ices. Candy can be bought everywhere—a thing hard to reconcile with the scarcity of sugar. It is good, too; so good in fact that last year no less than 230,000 roubles' worth of it was exported.

Of one luxury the U. S. S. R. has far too much for its own good—vodka. This national drink is distilled from potatoes and is absolutely colorless. While much of it is only 40 or 50 per cent. stuff, some is almost pure alcohol. Shops where vodka and alcoholic beverages are sold may be found everywhere you go. I saw considerable drunkenness—no more, however, than in Australia four years ago, but of a more beastly character. When I ran across my first drunk dead to the world on a sidewalk, I thought that he was sick or dying, and my blood boiled at the indifference being shown the wretch by the crowd that had gathered around him, but I soon learned my mistake. So far I have not been able to figure out how the Soviet Government can justify the sale of so much vodka, for surely drunkenness does not fit into a political scheme based on the idea that everyone shall be a worker. I suspect that it is tolerated only because of the revenue which it produces, something like $85,000,000 a year.

As in Japan, there is no false modesty in Russia. I stood on the banks of the Moskwa and Neva rivers, and on the shore of Amur Bay, and watched men and women disrobe and go in bathing absolutely naked. Some of them, however, more particularly the men, after undressing in public, put on trunks. You can see this same thing going on in every part of the country, although now there is a growing tendency to erect fences so as to shut off the view from curious foreigners. It is also a common thing for a strange man and woman to be placed together in the same compartment of a sleeping car, as I can testify to from personal experience. But when it comes to morals, all the evidence I gathered led me to believe that Russians rank far ahead of Europeans generally.

In the matter of prostitution, although I am told that prostitution may be found in all the large cities, you do not see them in hordes on the streets soliciting patronage, as they do in Paris, Berlin, and Vienna; in fact, in most continental cities. One obstacle to prostitution may be the scarcity of places to which these women may take their prey—they cannot take them home, for conditions there are too crowded; nor to hotels, for the government controls most of those establishments. I was told that in Moscow they are using the "family baths"—places where husband and wife go together to bathe—to such an extent that the authorities were becoming concerned on account of the ill name these baths were receiving.

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I was much interested in watching the young people court. So far as I could see, they acted much as do ours back home. I saw them hugging each other on the benches in the parks (Russian cities have many small parks) and walking hand in hand on the streets. Everything had to be done in public, for there is little place for privacy in Russia. I also met many married couples. As a rule both husband and wife worked. This is not as bad as it might be, for the working day usually ends by 4.30 p.m., leaving the wife plenty of time for her necessarily simple household duties. Marriage consists in going to a government office, a so-called Zag, and signing a register. Divorce is equally easy, too. Although two persons are not kept bound together when one wishes to be free, it is claimed that the percentage of divorces even in the towns is no greater than in the United States. I met a delightful middle-aged Russian woman, a divorcee under the Soviet law, who had contracted another marriage with a man in similar marital state. To my amazement I learned that her husband's former wife, who has also remarried, is one of her most intimate friends. Narrow-minded folks may rail at the Soviet's policy as to divorce, but they should remember that as a result of it there are said to be today very few illicit love affairs in Russia.

(To Be Continued.)

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

326. How many vacations should we have in a school year? (Massachusetts.)

School vacations seem to be governed by many things. Theoretically they should be controlled by one idea—the pupil's welfare, but, unfortunately, economics enter in, and many places keep the schools open just as short a time as the law and their pride allow. This situation frequently determines the date and length of the summer recess.

As to holidays and short vacations adult selfishness enters in all too often. We have to shut down on every possible holiday, whether it might be celebrated better in school or out. We have to cater to the small group who don't want to come up from the shore or down from the mountains until after Labor Day. "Let them come in late?" Oh, no; we haven't the courage. Everybody must lose, so they won't lose alone.

The vacations have to be arranged to meet the local needs, such as climate, weather, sweet potato planting, and cranberry picking. It is generally being agreed upon that long sixteen-week stretches are bad for children, and the eight-week system after Christmas is popular in the North and East. Pivoting our vacations around holidays is not reasonable. The old two weeks at Christmas and two more at Easter is past. Some kind of a vacation break every two months seems wisest. A forty-week year permits such vacations and leaves two summer months free. Any shorter year leaves our public school pupils with too little schooling.

327. What should we allow to be sold in the schools? (Maine.)

This is both a local and a general question. As a rule nothing should be sold in the schools that does not have a direct bearing on the school work. "Current Events," or some such weekly paper, trees and vines for planting, and materials for special projects in handwork might come under this head.

"How about seeds and tickets?" you say. Well, seeds are a local problem. You meet your own needs there. As to tickets—if it is a school performance, or for the benefit of the schools, I should say Yes. Otherwise you need to go very carefully. To exploit the schools or use them as channels for propaganda is a serious and actual danger to be carefully watched.

328. Who should select the teachers in the elementary schools? (Washington.)

The superintendent still reserves that perogative as his own (in most cases). If he has an assistant in the capacity of an elementary supervisor, whom he holds responsible for the teaching, then he usually delegates the selection to her, stamping it with his approval. In all good school systems the election of teachers is subject to the recommendation of the superintendent. Any other arrangement is most unethical. However, the superintendent is selecting fewer elementary teachers on his own judgment every year. He realizes that supervision and administration are two different educational institutions, and if he is strong on the latter the person who helps in the supervision and has the primary purpose of improvement of learning helps him in the selection of teachers. In the absence of a general supervisor this means the principal. The principal knows the district, the children, and the teaching corps better than the superintendent can, and it is a grave mistake to put a teacher of whom he disapproves into his building. It is unfair to everybody concerned, and the teacher is licked before she starts.

329. Doesn't the special supervisor have more freedom than is really good for the system? (New York.)

As a rule, yes, and it comes about in this way. Their subjects, as music and drawing, are arts about which the superintendent or supervisor is supposed to know little, which puts him at a disadvantage or he thinks it does. Then these teachers of special subjects frequently know their subjects, but are not well trained in teaching. Many of them live up to the old prejudice of an artist's right to be temperamental, and their superiority frightens off supervision.

While some places are meeting the situation by requiring training in regular teacher-training institutions of all the teachers in special subjects, the situation your question suggests is the weakest spot of many school systems. The answer to it is more teacher training and more educational supervision.

330. How much professional literature do teachers read generally? (Rhode Island.)

Not very much, I fear. Most take one magazine on their particular work, and perhaps have access to a more general magazine. As to books they read very few on education.

This a very good problem for teachers themselves to solve through their organizations or corps. Teachers' libraries, extension courses, and supervisory recognition encourage professional reading. The superintendent through his own personality, encouragement and approbation can assist his teachers in this matter.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Prince and the Magic Chamber—I

The King smiled. "Aha!" he laughed, "I have trapped you at last. I'll admit you are a great traveler and have seen much, but you cannot tell me a fairy story and then prove the truth of every word you say."

"Your august majesty," said the traveler, "I smile because nothing in this world would be easier for me to do. What I shall say to you I have seen with my own eyes. If anyone doubt the truth of every word, I shall be glad to give the most convincing proof, but if what I say be true, then, since I already possess her heart, I demand as the price of victory, the hand of your lovely daughter."

"Fair enough," laughed the king. "Proceed with your story."

"In a beautiful country, far across the sea," said the traveler, "in a dense jungle a powerful spirit has built a castle for himself against a great green hill. There are seven hundred golden doors to this castle, each one more beautiful than the last. Through each door exhales continually the most wonderful perfume, so that travelers passing that way are aware of the castle's presence long before it can be seen. Behind each door is a hallway guarded by seventy black spears that stand on guard all by themselves obeying, as though borne by hands, the will of the spirit who dwells within. One day a black knight mounted on a winged horse flew up to one of these doors and drew rein on the wide doorstep. 'I must find the source of this delicious odor,' cried the knight. 'Never has anything so pleased my nose before.' Now this speech of the knight was not peculiar because he did nothing all day long but follow his nose. No sooner, however, had the knight entered the doorway than he found himself in a long, circular hall that sloped gently upward towards a dimly lighted chamber beyond. The knight hesitated. There was a stillness, almost a dreadful peace about the place that filled him with fear, and yet the delicious scent that came down to him gave promise of happiness and high rewards. The knight pressed forward. Instantly he found himself hedged in by the spears. Long and black and threatening they loomed up behind him, prodding him gently when he hesitated. The knight looked about. There was no hope of escape now. A forest of living spears had set their sharp points between him and the open air. Much against his will the knight went slowly up the long hallway until, at last, he entered a circular chamber. He sighed with relief. There were no more spears to threaten him. Instead a delicious warmth flowed about him. The most delicate golden light filtered down through the translucent roof. Beneath the feet of his steed were carpets as rich and soft as any of far Arabia. As the knight looked about him he saw tiny tables set along the walls of the chamber, on each one of which stood the most delicious food and drink that anyone had ever tasted. 'A most delightfully strange place,' cried the knight, 'but I fear me meant for my destruction, otherwise why is the doorway guarded by these long spears? Well, if I am to become a prisoner, I could not choose a more delightful place, so I may as well eat and drink and be as merry as a prisoner may.'

(To Be Continued.)

The Prince and the Magic Chamber—II

"Through the darkening and lighting of the translucent roof the knight knew that two days had passed. On the morning of the third day as the prisoner paced wearily to and fro, suddenly, from far overhead, two serpent-like heads leaned down.

" 'Indeed, now I shall die,' cried the unhappy knight. 'I have been lured into this place for a most untimely end.'

"Instead, however, of destroying him, the mouths of the snakes opened and breathed forth a golden breath of sweet dust that filled the chamber like tiny snowflakes. Over the face and back and breast of the knight sifted the golden dust until he stood fairly covered with it.

" 'This is strange,' cried he. 'Of wonders there seem to be no end. However, I have had enough. If I must die let it be upon the points of the spears.' So saying the knight rushed towards the door by which he had entered. He expected, of course, to find a hundred sharp points barring his way. Imagine, therefore, his surprise when not a spear opposed him. Each one lay flattened against the walls and ceilings of the hall as though to permit his easy escape. It took him but a moment to reach the portal of the golden door and hurl himself away in flight. As one might expect the knight was much pleased at regaining his freedom, but the memory of joy is a mighty hand that reaches out and grips one and leads one back to the scene of one's delight. Even so in the case of the knight. The memory of the softly lighted chamber, the warm fragrant air, the tables full of delicious food swept over his memory with stronger and stronger force. To add to his desire, as though from a far distance the wonderful perfume that had first lured him reached his nose again. Forgetting all caution and all fear the knight wheeled his steed about and drove straight towards a golden door in another castle that the same spirit had built for himself against another green hill. Again he found himself in a hall surrounded with bristling spears, only now he pushed boldly on until he reached the circular chamber. The spirit of the castle smiled at the sight of him. In the chamber of the first castle he had hidden a mighty treasure which he wished carried to the chamber in the second castle. In all the world the only one who could transport the treasure safely was the knight of the winged steed, and even he must know nothing of the treasure that he bore. When you understand, O King, that upon the safe transport of that treasure depended the great spirit's very life you will understand the reason why he smiled when the knight of the winged steed appeared.

(To Be Continued.)

The Prince and the Magic Chamber—III

"In the golden rain that fell from the serpents' mouths fell also the treasure beyond price to find lodgement in the garments of the knight. No sooner, therefore, had the knight entered the beautiful chamber than two hands reached forth from the walls and passed gently over his body. In an instant the treasure was found and carried away, to the great joy of the powerful spirit who dwelt in the castle of the hundred golden doors."

"A strange story," said the king, "but too strange to be true."

"I promise you," said the traveler, "that the story is true in every minutest detail."

"Explain it," said the king.

"Do explain it," said the king's daughter with a happy laugh.

"Think you, O King," said the traveler, "that the feeble imagination of men can equal the imagination of God? In Mexico is this spirit about which I spoke. It is the life force in a vine known as Aristolochia. The golden doors are the flowers it bears.

The knight is a winged midge. Every detail of the knight's journey is true just as I have told it to you."

The king's daughter clapped her hands happily, then blushed and fled away, but the king stroked his grey beard and solemnly nodded his crowned head.

Abu Ma'arri—I

Note: Abu Ma'arri lived nearly one thousand years ago. While much of his philosophy is founded on error, his striving for the truth in all things is worthy of remembrance. This story is a free interpretation of Ma'arri's love for truth. Words between dashes are Ma'arri's own.

Nearly a thousand years ago,—in Syria—in a small garden where clustering grapes swung like tiny bronze bells from bronze stems,—morning—and an old blind poet stroking his white beard and lifting up his skinny hand above the listening heads of five earnest youths. The blind one was Abu'l—'Ala Al-Ma'arri, and the youths were a chosen five sent to him by the princes of five nations for instruction in all worthy things. Abu-Ma'arri speaks.

"—If sweet is falsehood in your mouths,
Sweeter is truth in mine.—"

I would have you learn these lines, my sons. I would wish you to know what comes of telling the truth. Behold my little house, see how the roof falls in and the doorposts lean? Had I used my talents in praising your august fathers, as others praise them—falsely, this hovel would be a palace, with golden doorsteps, and this garden the cloister of a million roses and the abiding place of bees. Thus poverty is the lot of him who tells the truth to the mighty ones,—that is, poverty of body—as for the spirit and its riches, that is another matter. This I counsel you. Beware of the tongue that praises you beyond your deeds. That tongue is always wagging at the behest of the hand that stretches itself for your gold. My sons, I bid you listen! Today I would bring to you pictures, four of them,—all true, I promise you, but given in symbol, as is the custom of all good poets.

One day I walked in a pleasant spot where there was water under a leaning palm, and as I stood looking down into the well, a fair girl came and stood near me, and as I lifted my eyes and observed her, a smile lit up her face and at once the air about her grew full of the flashing wings of a host of bluebirds. My sons, you cannot imagine the glory of their wings. It was as though they belonged not to earth, but to the happy land, and of a truth they were not of the earth, for though the sun shone above, no shadow of anyone flitted on the sands beneath." "This is strange," said I to myself, "at her smile these bluebirds have taken wing. Can it be that they rise out of her radiant spirit?" But before I could assure myself, a dark hawk slid on silent wings out of the sky, and thrust at the wheeling bluebirds with both claws and beak. In that instant the eyes of the girl were filled, first with surprise, then horror, and as the tears started, the bluebirds disappeared as strangely and silently as they had come.

On another day I walked on the outskirts of Bagdad. In an absent moment, altogether uninvited, I passed under an iron arch and entered a lovely garden whose high rubble walls enclosed a scene of enchanting beauty. Flowers, my sons, were everywhere,—golden flowers, and crimson and pale blue, and those whose orange rivals the sheen of the purest gold, and in the very midst of all, a beautiful woman leaned this way and that, as she plucked and pruned and gave of her spirit to the order and beauty that went round her like a lovely rug. What I marveled at, however, was that she wept. "This is strange," thought I, "that this woman should weep in such a lovely place, and that ever and anon she should raise her head and listen as though fearing the approach of an enemy." Now, as I stood and watched, a strange thing happened. I saw the heads of all the blossoms droop on weak necks and fall each one limply to the earth. A dreadful chill grew into an icy stillness in the garden, broken only by a silver tinkle of things frosted into glass, as the woman touched in dismay the fallen heads of flowers, and as I watched, the woman also drooped and crumpled down and died with the flowers she loved.

(To Be Continued.)

Abu Ma'arri—II

On another day I walked in the desert, and as I came to the top of a high dune, I saw a host of bandits attacking one lone man. Because the man was brave and skillful he made head against the robbers, and would have driven them back and gained his liberty had not an arrow slid from an unseen bow to bury itself in his unprotected back. I can still hear the ruin that the man made as he fell, facing his invisible foes, with his armor ringing about him.

And again on an autumn day I walked abroad and came to a farm where a farmer busied himself stacking the golden heads of wheat that he had newly cut. The man sang as he sweated, for the summer had been kind and the harvest generous, and behold, when noon came the man sat down under a tree to eat his meagre fare of bread and cheese. While the man ate, another came and touched fire to the hoarded grain, oh, a very, very little fire. In helpless wrath, because I was there only in spirit, I saw that wisp of fire grow into living tongues that hissed and devoured the labor of the year. I shall never forget the pain in the eyes of him who had toiled, only to feed the flames of another's evil deed.

"And now, my sons, you have listened patiently to my tales. What think you is the solution of the riddles I have shown you?"

"Yusuf, the son of Yemen, answer." "Master," said the youth, "your teaching of yesterday has not been in vain. The hawk was man's spoken word carrying the malice of a dreadful lie against the bluebirds of the girl's innocence."

"You say the truth," answered Ma'arri. "Let Abu Bakr tell us of the frost."

"Master," said Abu, "the woman lived in a beautiful present, but feared that which was gone before. The frost was the spoken word of a foolish one who told the truth, but in doing so, destroyed the woman's joy in life."

"You, also, speak the truth," said Ma'arri. "Now shall Ben Alim tell us of the arrow from the unseen bow."

"Master," said the youth, "the arrow was the spoken word of an enemy uttering a lie behind a prominent man's back, which he had no chance to ward off with the shield of a truthful answer."

"You, too, are correct," said Ma'arri. "Now as for the fire in the man's grain, I shall tell you the answer myself, for it is very important. The fire that the evil one lit was exceedingly small, but finding fuel at hand, added to its size and ferocity until it had become master of all within its reach. So is idle gossip a destroyer of man's inheritance, ruthlessly ruining in a short space the harvest of a lifetime of hard work. My sons, remember to speak truthfully at all times if the need arises to speak at all. Be charitable also, and speak not that which destroys, even if it be the truth, except in the cause of justice, and remember he that lies, lies first against his own spirit.—Your tongue is a very scorpion, and when it stingeth another, 'tis you are stung by it first and foremost.—"

A lie is a very short wick in a very small lamp. The oil of reputation is very soon sucked up and gone. And just as soon as a man is known to lie, he is like a two-foot pump in a hundred-foot well. He cannot touch bottom at all.—Henry Ward Beecher.

EDUCATION IN ACTION

9-Hour Week Urged For Full Professor

If salaries paid them by colleges are inadequate, three courses should be considered sufficient classroom work for full professors who must have time for outside activities to increase their income, in the opinion of Remsen B. Ogilby, president of Trinity College, Hartford, Conn., expressed in the annual reports of that institution. "For some time," President Ogilby said, "Trinity in common with other colleges has considered the normal teaching load to be four courses a year, each course meeting three times a week, an average of twelve teaching hours. In the last few years it has been shown that two-thirds of the professors in our American colleges supplement their salaries by other earnings. By far the greater part of these state they do this extra work from necessity and not from choice. This would seem to indicate that if the colleges are not paying their teachers enough to enable them to live on their salaries, the colleges have no claim on their entire time and that three courses should be considered sufficient for professors who must have other activities to increase their income."

College Girls Aid Foreign Students

That student friendships among nations is one of the strongest means of bringing about peace is the belief at Connecticut College for Women, and students there are taking definite steps to foster friendly relations by raising a fund to educate a foreign student, either in her own country or in the United States. A week in January is given over to the student friendship campaign, which is conducted each year. This year the students expected to add enough to the accumulated fund to bring a foreign student to Connecticut College for her education. Until last year the donation was made through the International Student Council in New York, but the students desired to make their donation more personal.

Bridge Classes In Schoolroom

Every Monday and Tuesday night at the Shorewood high school, one of Milwaukee's suburban educational centres, 250 men and women gather for instruction in how to play cards. Where the "three R's" have reigned undisputed for ages, the voice of the teacher speaks in terms of contract bridge, and its attendant phraseology. The course has brought twice as many women as men, according to Mrs. John G. Osborne, teacher. Limousines, town cars and the small individual automobiles are drawn up before the school. Chauffeurs of the city's rich sometimes wait two hours while their employers go to school again. The school's course of bridge is sponsored by the Shorewood Opportunity Club, and is in the opinion of H. M. Genskow, head of the school, the only one of its kind to be given as a vocational study. "We are giving it here," Genskow said, "in the theory that education should include the training of people for the things they like to do."

Harvard Funds Near $100,000,000

When Stuart Wyeth of Philadelphia bequeathed to Harvard University his fortune of approximately $5,000,000, Harvard's endowment exclusive of lands and buildings used for educational purposes was boosted almost to the $100,000,000 mark. The endowment at the close of the fiscal year ending June 30, 1929, was $92,978,138.11. The Wyeth gift is the largest made to the university since that time, but there have been several others, notably two made by Chester Pugsley of New York totaling nearly $500,000. With this tremendous fund Harvard easily takes rank as the richest university in the United States, and probably in the world, and also as one of the country's wealthiest corporations. Added to the endowment fund are the lands and buildings owned by the corporation in Cambridge and Boston, which, it is estimated, are worth approximately $12,000,000.

Rhodes Students To Be Elected in U. S.

Two important changes in the regulations governing the American Rhodes scholarships have been announced by Dr. Frank Aydelotte, president of Swarthmore College and American secretary to the Rhodes Trustees. Beginning with this year the United States will be grouped into eight districts of six states each, and the thirty-two scholarships assigned annually to America will be divided equally among the districts, making a quota of four scholarships for each group of six states. There will be a competition in every state each year. Each state committee of selection will nominate from the candidates applying to it the two best men to appear before the district committee. The district committee will then select from the twelve candidates nominated four men who will represent their respective states as Rhodes scholars at Oxford University.

Blames Parents For Pupil Failures

"Much has been written recently about 'Pupil-Failures' and the breakdown of school systems, but the place of the parent in this matter of failure in child training has scarcely been properly emphasized," declares Vernon B. Hampton, grade adviser, Port Richmond High School. "'Parent-Failures' and 'Problem-Parents' occupy a place of almost equal importance with 'Pupil-Failures' in the catalog of school worries," he continued. "In one case of discipline out of every two which come to our attention in the schools, the self-willed attitude on the part of the students, evasiveness, or a tendency to timidity, may be traced to unsatisfactory home conditions. The child has been permitted to grow up undisciplined, overdisciplined or neglected."

Columbia Past 50,000 Mark

Columbia University for the first time has passed the 50,000 mark in number of students, it was revealed when the official directory of officers and students was published. The total of individual names in the student lists is 50,033. This number includes those who attended summer, winter and spring sessions with an estimate of those to be added during the next semester. This estimate is based on the experience of previous years.

Students Turn To Commercial Courses

Commercial education in the United States, now not much more than three decades old, is gradually developing into a generally recognized and definitely standardized system of training. Commercial schools, both private and public, have sprung up in all parts of the country, and many thousands of students are swinging annually from the old liberal arts courses to practical training in business and economics. Confined chiefly to the larger cities, commercial education is now affording opportunities to students who work either at night

or in the day time by offering classes at either time. Many full-time workers avail themselves of these commercial classes either in night schools or university extension work. Within another decade it is probable that commercial education will be on its own separate footing, similar in many respects to the system in Germany, where commercial schools are distinct from liberal arts schools. It has been estimated that more than a half million students are taking courses in commercial high schools and private institutions and that an additional 25,000 students are taking work in schools of business in more than 100 universities and colleges. To date, with a few exceptions, business and commercial education has been associated rather closely with liberal arts work. There are few separate large schools of exclusive instruction in commercial subjects.

South Lags In Education

Mrs. Eudora Ramsay Richardson of Richmond, Va., told members of the Southern Women's Educational Alliance in New York City that "although valid excuses may be advanced for conditions that exist, it cannot be denied that the South has been backward in education." "We have not given our rural children the chance they deserve," Mrs. Richardson said, "by and large our public school system has not kept an open mind toward the more progressive methods adopted elsewhere; our women's colleges have tended to glorify the past, our state universities and professional schools have been slow to open their doors to women; and guidance of both an educational and a vocational sort is a term with which educators in the South have until recently seemed wholly unfamiliar." Mrs. Richardson laid the blame for this condition on the post civil war poverty of the South, and to the traditions of which the South has made a fetish.

School of the Air Growing in Ohio

"The Ohio School of the Air is experiencing a more rapid growth than expected by its promoters," asserts B. H. Darrow, director, School of the Air, State of Ohio. "Two hundred and thirty Ohio cities, villages and towns are in part or entirely equipped," he said. "Each of these has one or more school buildings equipped and varies from the Gretna school in Logan County, with eleven pupils listening, to large systems such as those of Cincinnati and Dayton. Some smaller cities, like Sandusky, Kent, and Bucyrus, after test periods, have proceeded to equip their entire systems. Thus Sandusky has ninety-four loud speakers in as many classrooms, and others, such as Marion, Newark, and Mansfield, are proceeding toward complete equipment. Of course the scores of schools listening in Indiana, Kentucky, Illinois and twenty other states are also interested in the success of Ohio's effort, as they are equal recipients of the benefits. Recently, within a period of ten days, sixty-three new listening schools reported, and mail seldom arrives without adding to the list."

Plan Orange Wing In Canton College

Citizens of the Oranges and Maplewood, N. J., are considering a plan to build the "Orange Wing" of a dormitory for Lingnan University, the Chinese-American institution in Canton, the metropolis of South China. The dormitory will provide accommodations for 200 women students. Educational facilities for women in China are hopelessly inadequate. For every 100 men who have an opportunity for higher education there is an opportunity for only one woman. This disparity is a menace to the development of the race.

School Attendance Gains 3.5 Per Cent.

Enrollments in elementary, junior high, and high schools in the cities of the United States showed an increase in 1928 over preceding years, states Frank M. Phillips, chief of the division of statistics, Office of Education. The total enrollment in the city schools was 12,273,412 in 1928, and of this number 6,520,084 pupils were in the elementary grades of 772 cities. The average salaries of the teachers also increased, Dr. Phillips pointed out. Salaries of elementary teachers increased from $1,668 in 1924-26 to $1,788 in 1926-28; those of junior high school teachers in cities of 10,000 increased from $1,847 to $1,948; and salaries of high school teachers in all cities advanced from $2,166 to $2,378. From 1924 to 1926 the average daily attendance in elementary schools in cities of more than 10,000 in population increased from 5,259,154 to 5,308,757, or less than 1 per cent. The number in average daily attendance in 1928 was 5,492,738, an increase of 3.5 per cent. over 1926. The number of pupils enrolled per teacher has decreased from 39 in 1924 to 37 in 1928.

Men Should Obey Women Is Belief

British women teachers fail to see why men should not obey women. Their National Union passed a resolution, meeting at Canterbury, England, that all avenues of promotion should be open to women equally with men; that the best candidates irrespective of sex should be appointed to administrative positions, and that men and women of equal status should have equal pay.

Ask More Health Courses

Methods of improving the machinery for regulating the health of students in colleges and more comprehensive courses in social hygiene for college men are being sought by the Medical Society of the state of New York through its committee on public relations, which met recently. Dr. Oliver W. H. Mitchell was designated to study these problems and report at a future meeting.

Teacher Carries On Without Pupils

Lonely because she has no pupils to teach, Pearl Gibson, in charge of district school No. 7, town of Marshfield, Wis., addressed a letter to the state department of education inquiring whether she was compelled by her contract to remain at the school daily from 9 a. m. to 4 p. m. Her question was answered by G. S. Dick, supervisor of rural schools in the state, who told her to remain.

Utilities Association Denies Tampering

Counsel for the Joint Committee of National Utility Associations concluded the presentation of documentary evidence before the Federal Trade Commission recently with the declaration that at no time have representatives of the electric light and power companies ever tampered with school textbooks in an effort to present a more favorable case for the power interests, as had been charged in the commissions investigation of utility publicity methods. In defence of the examination of textbooks, the utilities' attorney asserted before the commission his belief "that every one has a right to know what was being

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passed out to the children of the country, and whether such material as was used was proper." The attorney added that the business interests of the country have that right; they ought to know, he said, whether the school children are "being systematically misinformed about industry."

Urges More Interest In Education System

An appeal for more widespread interest in public education and the standard of the American home was voiced by Robert E. Simon, chairman of the governing board of the United Parents' Association of Greater New York Schools. Mr. Simon asserted that the New York public schools "are engaged in the biggest mass education program ever undertaken by any community in the history of education." "The cost of free education to the citizens of New York City, including interest and building program," he continued, "is, in round figures, about $200,000,000 a year." Even persons without families are directly affected by the quality of the public schools, he declared, since the labor turnover, in many instances, depends upon the preparation which young girls and boys, graduating from the public schools, have received before they enter business. "One of the reasons why public education is more of everybody's business than ever before," he said, "is that more and more responsibilities which formerly were assumed by the home are being transferred to the school."

Carlstadt School Board Bars Married Teachers

Employment of married school teachers by the Carlstadt (N. J.) Board of Education has ended. Hereafter when teachers' contracts are signed a clause will be inserted specifying that in case of marriage the teacher forfeits her position at the end of the term, according to a policy adopted at the January meeting of the board. The board, however, did specify that the edict is applicable only in the case of new teachers.

Ten Tons of Candy Eaten by Students

Approximately 330,000 ounces, or about ten tons of candy are sold yearly at the candy stands of James Monroe High School, New York City, reports Miss Estelle, the dietician of the Monroe lunch room. She also adds that boys are the mainstay of the sweets business in the lunch room, and beat all the girls at this game. "The student seem to enjoy the giant chocolate-covered ice cream crackers, and munch them on all occasions, usually absorbing them between sips of milk or cocoa," she adds.

TREND OF THE TIMES

THE GREATEST, strangest and most terrifying campaign of history is now going on in Europe, says Francis de Croisset, French playwright and author, and many of Europeans barely perceive it. "Paris is becoming as American as New York," he stated. "In all its pages, history records no such war as this. It extends all over Europe, and to it there appears no defence. The motion picture, which is the weapon of these invaders, seems to be all-powerful. The most striking evidence of this Americanization is to be seen in the new free-and-easy attitude toward marriage and divorce."

RICHARD EVELYN BYRD has been made a rear admiral by Congressional Act which was signed recently by President Hoover. At forty-one, Byrd is the youngest Navy officer holding the title, which is the highest granted during peace times. Byrd's salary as a retired Rear Admiral will be $4,500, which is only $187.50 a year more than he received as Commander.

ALLOY STEELS have been somewhat overshadowed by the vast tonnage of the steel industry as a whole, but the progress now being made in the use of alloys is so rapid that it is little short of revolutionary. This may be indicated by the statement that production in this field increased thirty per cent. between 1927 and 1928 as compared with a gain of only fifteen per cent. for the entire steel industry.

FRANCE is facing the new year confidently with full pockets. The country in the past year has paid in taxation over $200,000,000 more than was expected. There is no unemployment and the purchasing power of the public was never higher. The government is stable and confident, and the country, like its Premier, seems determined to turn its back on the past and face the future with optimism and confidence.

FIRST PARISIAN 5 and 10 cent store, called in French "Cinq et Dix Francs," has opened in that city with great success.

FASCIST LEAGUE of North America has been officially disbanded, according to a recent announcement by Count Ignazione Thaon di Revel, Italian subject and president of the league, from headquarters in New York City. Secretary of State Stimson was reported inquiring into the aims and activities of the league, but di Revel insisted that disbandment was voluntary and not promoted by warnings from Washington or Rome. The break-up of the league is taken to mean the end of alleged persecutions of non-Fascists in this country.

CONSOLIDATION of the nation's 1,400-odd railroads into nineteen All-American systems five in the highly competitive Eastern trunk-line area, is proposed in the official plan of the Interstate Commerce Commission which has been announced after nearly ten years of effort. For the nineteen all-American systems proposed to embrace about 180 Class I railroads, with their subsidiaries, and small feeder lines, the mileage was estimated at 250,000, and the valuation between $19,000,000 and $22,000,000.

AT PRESENT there are 128 women in the United States licensed to fly. Of these eleven hold coveted transport licenses, fourteen have qualified for a limited commercial license, while the remaining 103 hold private pilots' licenses. The number represents a cross-section of the entire country, not only geographically, but socially and economically. Rich, pampered debutantes are here along with $15 a week stenographers, daughters of the 400 and daughters of poor immigrants, married women and mothers of children, and young girls not yet out of their teens.

CHAIN STORES do twenty per cent. of the nation's retail selling, according to Earl C. Sams, president of the J. C. Penney Company, before the sixth Conference of Major Industries held at the University of Chicago. He added that this percentage is rapidly increasing. "We cannot make too plain," he continued, "that not a single chain mercantile system of any consequence has failed in seventy years, the date when chains in the modern sense came into being." He asserted that there are in the United States today at least double the number of retail stores that are needed.

HOME OF TOMORROW will be warmed in winter and cooled in summer by a constant supply of air cleansed of all dust and dirt and properly humidified, it was forecast at the eighth National Exposition of Power and Engineering. The exposition showed for the first time an air-conditioning system adapted to use in private homes, developed on the same principle as that installed in Congress in Washington.

The BOOK TABLE

THE NEW EXPERT TYPEWRITING. A Complete Course in Touch Typewriting. By Edward H. Eldridge, Ph. D., Simmons College, Boston, Gertrude W. Craig, formerly of Simmons College, and Rose L. Fritz, winner of forty official typewriting contests. New York, Boston, Cincinnati, Atlanta, Chicago: American Book Company.

Skillful typewriting is indispensable in business or professional office work. To graduate from the junior or senior high school without skillful ability in typewriting is a tragedy in this age of achievement. No graduate can safely assume that success will not demand expert typewriting.

Simmons College, Boston, has high rank in equipping women students in this practical art, and Miss Rose Fritz has won forty official typewriting contests. This book is focused to promote expert typewriting.

SHAKESPEARE'S MIDSUMMER NIGHT'S DREAM. By Pauline W. Leonard, late librarian of West Virginia University. 109 pages 6¾ by 4¼. Cloth. D. C. Heath and Company.

What may be called a visual Shakespeare has at last appeared. It is intended especially for pupils in the junior and senior high schools, but would be interesting and profitable for any group. Lovers of Shakespeare who have hoped that by some miracle young students might really enter into sympathy with a Shakespearean masterpiece will welcome this admirable edition. There is nothing exactly like it at present. It emphasizes the story as drama to be acted. Mrs. Leonard's scholarship is broad and thorough, yet in spite of it, or because of it, she has succeeded in freshly reliving the period and in making England "in the spacious days," the little town of Stratford in its green fields, its unlettered townsmen, its schoolboys, apple-cheeked John Shakespeare's vivacious lad, London with its contrasts of dirt and splendor, all live again. The English is admirably fitted to youthful minds. The work will create enthusiasm that even a dull teacher will fail to quench.

The author gives us notes that are illuminating and never scholastic. The play is made vital to the eye, as it should be for students of drama. Bits of stage business, the appearance of characters at different moments, reading of lines, all are made real. Apt questions accompany the text.

Mrs. Leonard has added also a charming fairy play, using the fairies and peasants alone, with speeches slightly shortened. This little play is complete in itself, only ten pages in length, and in the spirit of Shakespeare. Thus the imaginations of the young students may be "translated" into actualities by stage performance.

AGRICULTURE FOR RURAL TEACHERS. By Thomas Carson McCormick, State Teachers College, Ada, Oklahoma. Rural Education Series, Mabel Carney, editor. Cloth. 390 pages. New York: The Macmillan Company.

The special value of this test on Rural Education is that the tendency in every phase of the study is helpfulness to farm communities. There is none of the too frequent tendency to say "Learn this because I tell you to." It leads rather than drives. It is convincing rather than compelling. It uses the community and develops respect for the life of the farmer by making that life more satisfactory.

There has never been a more important sentence in all Rural Education literature than this: "Especially should the student teachers learn to adapt the agricultural course to the conditions and needs of the people among whom they teach."

There is nothing in education that needs intensive and exclusive common sense so much as in teaching agriculture in farm communities, and Mr. McCormick has common sense raised to the nth power.

THE FUTURE OF INTERSCHOLASTIC ATHLETICS. By Frederick Rand Rogers, New York State Education Department. School Administration Series. Edited by George D. Strayer and N. L. Engelhardt. Cloth. 137 pages (6 by 9 inches). Bureau of Publications, Teachers College, Columbia University, New York City.

"The Future of Interscholastic Athletics" is a noble contribution to one of the most tantalizing problems in modern education. The New York State Department of Education has a director of health education who has an interesting adventure in his attempt to educate schools and colleges in utilizing interscholastic athletics as a health promotion scheme.

It does seem as though any sensible man could easily and successfully challenge the insane zeal for some interscholastic athletics, but no one has thus far been able to make the slightest impression on the promoters of championship teams.

It will be interesting to see what effect this masterly treatment of the subject with the backing of men like Doctors Strayer and Engelhardt will have.

Throughout the United States, in connection with high schools, colleges and universities, athletic contests have come to occupy the time and attention of the pupils in the schools and of the community in general in a manner most unwholesome for the contestants and for the spectators as well.

THE NEW EDUCATION IN THE GERMAN REPUBLIC. By Thomas Alexander and Beryl Parker. Cloth. 387 pages. New York: The John Day Company.

The intelligent appreciation of "The New Education in the German Republic" will be of incalculable value to the United States as well as to the new Germany. It demonstrates better than formal resolutions can the genuine interest that Americans have in Europe.

No book that we have seen is rendering comparable service to the World Federation of Education.

Read the editorial, "New Education in Germany," in this issue of the Journal of Education.

Books Received

"Essential Language Habits." Books 1, 2, 3. By W. W. Charters, E. M. Cowan, and Annette Betz.—"The Music Hour." By O. McConathy, W. O. Miessner, E. B. Birge, M. E. Bray. New York City: Silver, Burdett and Company.

"Second Year Latin." By Fred S. Dunham. Philadelphia, Pa.: The John C. Winston Company.

"Finding America." By Olive E. Smallidge and F. L. Paxson. Cambridge, Mass.: Houghton Mifflin Company, The Riverside Press.

"Series Lessons for Beginners in French." Parts 1 and 2. By E. E. Brandon. Milwaukee, Wisconsin: The Bruce Publishing Company.

"Busy Carpenters." By James S. Tippett. Yonkers-on-Hudson, New York: World Book Company.

"Thrift Through Education." By Carobel Murphy.—"Commencement." By Gertrude Jones.—"Education Objectives of Physical Activity." By Frederick R. Rogers.—"Basket Ball for Coaches and Players." By George F. Veenker.—"The Deeper Meaning of Physical Education." By Dr. Eugene Matthias. New York: A. S. Barnes & Company.

"The Visiting Teacher at Work." By Jane F. Culbert. New York City: Commonwealth Fund Division of Publications.

"High School Geography." By R. H. Whitbeck.

"Corrective Arithmetic." By Worth J. Osburn. Boston: Houghton Mifflin Company.

"College Control in Michigan." By John E. Kirkpatrick, assisted by Butterfield, Slosson and Norris. Yellow Springs, Ohio: The Antioch Press.

"Counseling the College Student." By Helen D. Bragdon. Cambridge, Mass.: Harvard University Press.

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GRINS BETWEEN GRINDS

The Goods on Him

Her Husband—"What's this thing hanging to my coat lining?"

Mrs. Sherlock—"That's the transmitter of a wireless dictaphone that I sewed in there before you went out. I know all, John Henry, so you might as well start your confession now."

Easily Identified

Near-Sighted Woman (in the meat shop): "Where is the head-cheese, please?"

Polite Clerk—"He just stepped out. May I wait on you?"

She Needed It

An elderly Quaker went into a book store, and an impertinent salesman, wishing to have a joke at his expense, said to him:—

"You are from the country, aren't you?"

"Yes," quietly answered the Quaker.

"Then here's just the thing for you," said the clerk, holding up a book.

"What is it?" asked the Quaker.

"It's an essay on the rearing of calves."

"Friend," said the Quaker, "thou hadst better present that to thy mother."

Success Recipe

"What constitutes a successful business man?"

"A man who has the horsepower of an optimist and the emergency brakes of a pessimist."

Teacher Pleased, Of Course

Betty (to teacher)—"Mummy wants you to come to tea on Saturday."

Teacher—"Are you sure, dear?"

Betty—"Yes, because I heard daddy say: 'Ask her and get it over!'"

Premature

An Irishman lay dying when the odor of cooking assailed his nostrils. Summoning his weeping daughter to his bedside he said:—

"Nora, darlint, ain't it doughnuts that I smell!"

"Right for ye, father," the girl replied.

"And would ye be asking your mither if I can have one before I die?"

The daughter delivered the message to mother in the kitchen and brought back this answer:—

"Mither says ye cannot have one of them doughnuts; they're fer the wake."

A Powerful Combination

"What fo' you decide to name yo' baby 'Electricity,' Mose?"

"Well, mah name am Mose, and mah wife's name am Dinah, and if dinah mose don't make electricity, what does dey make?"

Wasn't Giving It to Him

A business-like man stepped into a butcher's shop. "A piece of beef for roasting!" he ordered briskly.

The meat, mostly bone, was thrown on the scales.

"Look here!" remonstrated the man, "you've giving me a big piece of bone!"

"Oh, no, I ain't," said the butcher, blandly, "you are paying for it!"

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School Enrollment Gains

The number of pupils attending high school in Tennessee increased 121 per cent. between 1919 and 1929, the chief clerk of the department of education, J. A. Roberts, stated recently. In 1919 there were 24,393 attending high school compared with 53,970 in 1928. During the same period the attendance in elementary schools of the state had gained only 12.6 per cent., being 374,517 in 1919 as compared with 422,722 in 1928. During this period of student growth, according to Mr. Roberts' figures, almost 5,000 teachers were added to faculties, and the average salary grew from $403.03 to $826.61 annually. This was an increase of 30 per cent. in teachers and a gain of 105 per cent. in salary. The total of 13,097 teachers in 1919 had increased to 17,808 in 1928. During this period the number of school buildings decreased from 6,834 to 6,197, and the number of elementary schools from 6,494 to 6,026, but these decreases were attributed to consolidations, and are regarded by Mr. Roberts rather as a mark of progress than an indicated decrease. The value of school property over this period increased to $31,374,376.50 from $19,226,235, he pointed out, or a gain of 63 per cent.

Course for Lawyers

Requirement of a high school education from candidates examined for admission to the Massachusetts bar is proposed in a petition made to the Legislature of that state by Gleason L. Archer, dean of Suffolk Law School, and Thomas J. Boynton, former attorney-general. Commenting on efforts to stiffen requirements for admission to the bar, Mr. Archer said that previous bills have always included a "joker" designed to discriminate against worthy students who were working their way through night schools. One of the latest of these proposals made by the Massachusetts Bar Association would require individuals who intended to take up the study of law to appear before a board of bar examiners and furnish certificates of moral character from members of the bar before being allowed to begin their study. This proposal is described by Mr. Archer as tending in the direction of setting up a caste system in the law, and is strongly opposed on that ground.

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Delinquency's Solution

America's public school system was described as the only agency through which the problem of youthful delinquency could be adequately combated, in a report delivered by Henry H. Harris of Lowell, Mass., chairman of the committee on education and delinquency, at the annual meeting of the High School Principals' Association of Massachusetts. Mr. Harris cited the problem created in American cities by the fact that in only fourteen out of the fifty largest cities does the population of native-born residents equal fifty per cent. of the total. "Only in the public schools," he said, "will we find that unifying influence, the lack of which is responsible for the greater proportion of our youth delinquency." Character training through the medium of the schools was the solution to the problem Mr. Harris offered. "The schools recognize the need of such training," he said. "They are attempting to get away from mass treatment. They are placing the individual in the centre of their school organization, and besides the individual, they are placing teachers whose chief interest lies not in books, but in youth. Along this way lies social betterment. Progress may be slow, but the future is bright."

Indian Pupils Excel Whites

Indian children on the average make better grades than white children in the Toppenish district public schools of the Yakima Indian reservation in the State of Washington, where members of the two races intermingle, Evan W. Estep, superintendent, has reported to the Department of the Interior, giving the figures. They are based on the number of representatives of each race who, by making grades above 85 during a given period, were placed on the honor roll. "There were fourteen Indian children," Mr. Estep wrote, "and 116 whites on the

honor roll. The total enrollment of white children in the schools covered by the report was 680. The number of Indian children enrolled was 73. This makes a higher per cent. of Indian children on the honor roll than of white children. The old prejudice against the public schools is rapidly breaking down and many full-blooded Indians now realize that the public schools are the best schools for their children. The parents are proud of the work their children do, not in all cases, but in a rapidly increasing number of families."

It Will Show in Your Face

By CLAUDE FRANCIS CROSS

You don't have to tell
How you live every day;
You need not reveal
If you work or you play;
For a trusty barometer's
Always in place—
However you live
It will show in your face.

The truth or deceit
You would hide in your heart,
They will not stay inside
When once given a start;
Sinews and blood are like
Thin veils of lace—
What you wear in your heart
You must wear on your face.

If you've battled and won
In the great game of life,
If you've striven and conquered
Through sorrow and strife;
If you've played the game fair
But reached only first base
No need to proclaim it—
It shows in your face.

If your life is unselfish, and
For others you live—
For not what you get,
But how much you can give;
If you live close to God
In His infinite grace—
You don't have to tell it;
It shows in your face.

—Exchange.

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